DOCUMENT RESUME

ED 386 675 CG 026 556

AUTHOR Hill, Venola L.

TITLE Employing Effective Counseling Strategies for Redirecting Unacceptable School Behaviors among Urban Boys in the Third, Fourth, and Fifth Grade Classes.

PUB DATE 94

NOTE 87p.; Ed.D. Practicum, Nova Southeastern University.

PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Adolescent Development; Attitude Change; Behavior Change; *Behavior Development; *Behavior Modification; Behavior Problems; Child Behavior; *Conflict Resolution; Counseling; Curriculum Development; Elementary Education; Emotional Development; Grade 3; Grade 4; Grade 5; Interpersonal Communication; Intervention; Parent Child Relationship; Parent Participation; *Student Behavior; Teacher Behavior

ABSTRACT

This practicum was designed to decrease the number of times boys in third, fourth, and fifth grade classes met with the school guidance counselor for unacceptable behaviors and to improve the attitudes of the boys and their parents. Pre- and post-attitudinal and observational questionnaires were administered to 30 randomly selected third, fourth, and fifth grade boys and their parents. Pre- and post-sociometric devices were administered to the boys to elicit their feelings about each other. Self-monitoring records of behaviors were kept by the boys and compared with the counseling log of meetings. Anecdotal records of the boys' behaviors were kept by their teachers. One educational trip was taken. Monthly parents' meetings concentrated on topics of interest and significance. Small group counseling sessions with the boys focused on topics that would adhere to counseling strategies for behavior improvement. Analysis of data showed that the action plan helped to reduce the number of meetings with the school guidance counselor from a high of 100, and a low of 6, to a high of 70, and a low of 0. Parents and children made attitudinal changes that attributed to the behavior changes. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 386 675

Employing Effective Counseling Strategies For Redirecting Unacceptable School Behaviors Among Urban Boys In The Third, Fourth, And Fifth Grade Classes

by

Venola L. Hill

Cluster 51

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

BEST COPY AVAILABLE

CG026556

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
V. HILL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Reuben G. Pierce

Reuben G. Pierce, Ph.D.

School Administrator-Principal
Title

4200 Martin Luther King Avenue, S.W. Washington, D.C.
Address

May 1, 1995
Date

This practicum report was submitted by Venola Lee Hill under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved

Date of Final Approval of Report

Georgianna Lowen, Ph.D., Adviser

ACKNOWLEDGEMENTS

The writer wishes to acknowledge persons who helped to make this proposed program for improving the unacceptable behaviors among the boys in the third, fourth, and fifth grades in the urban schools a reality.

Sincere appreciation is extended to the advisor, Georgianna Lowen, Ph.D. for her peaceful approach to providing constructive and meaningful information during all phases of the problem solving process, proposal revisions, and reporting the findings.

The writer also extends appreciation to the administrator of the urban school for permitting the study to be carried out among the third, fourth, and fifth grade boys in that school.

Love and warm feelings are extended to the writer's husband for proofreading some of the drafts and giving moral support.

Thanks to the cluster coordinator for her moral support during the critical experiences that caused some anxiety for the writer.

TABLE OF CONTENTS

Page

TITLE PAGE..... i

APPROVAL PAGE..... ii

ACKNOWLEDGEMENTS.....iii

LIST OF CONTENTS..... iv

LIST OF TABLES..... v

ABSTRACT..... vi

Chapter

I INTRODUCTION..... 1

Description of Community..... 1
Writer's Work Setting and Role..... 1

II STUDY OF THE PROBLEM 7

Problem Description..... 7
Problem Documentation..... 7
Causative Analysis..... 11
Relationship of the Problem to the Literature..... 14

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS..... 20

Goals and Expectations..... 20
Expected Outcomes..... 20
Measurement of Outcomes..... 20

IV SOLUTION STRATEGY..... 24

Discussion and Evaluation of Possible Solutions..... 24
Description and Justification for Solution Selected. 24
Report of Actions Taken..... 27

V RESULTS, DISCUSSION, AND RECOMMENDATIONS..... 37

Results..... 37
Discussion..... 50
Recommendations..... 52
Dissemination..... 53

Chapter Page

REFERENCES..... 55

Appendices

A BOY'S SOCIOMETRIC CHART..... 57

B PARENT'S OBSERVATIONAL QUESTIONNAIRE ORIGINAL..... 59

C PARENT'S ATTITUDINAL QUESTIONNAIRE ORIGINAL INSTRUMENT..... 65

D SESSION TOPICS FOR TEACHERS..... 63

E BOYS' ATTITUDINAL QUESTIONNAIRE ORIGINAL INSTRUMENT..... 65

F SESSION TOPICS FOR BOYS..... 67

G SESSION TOPICS FOR PARENTS..... 72

H BEHAVIOR CHART ORIGINAL INSTRUMENT..... 79

LIST OF TABLES

Table		Page
1	Meetings by Grades and Months	41
2	Comparison of Pre and Post Meetings with School Counselor and Projected Meetings by Grade Levels	42
3	Pre and Post Boys' Attitudinal Questionnaires Summary	45
4	Boys' Pre and Post Sociometric Tallies	47
5	Parents' Pre and Post Attitudinal Questionnaires Tallies	49
6	Parents' Observational Tallies Summary	51

ABSTRACT

Planning and Implementing A Program for Employing Effective Counseling Strategies for Redirecting Unacceptable School Behaviors Among Urban Boys in the Third, Fourth, and Fifth Grade Classes: A Multidisciplinary Approach using Parents, Teachers, Boys, and Outside resources. Hill, Venola L., 1994; Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Behavior Improvement Program/Elementary/Regular Education/Special Education/ Elementary School Counseling.

This practicum was designed to decrease the number of times the boys in the third, fourth, and fifth grade classes met with the school guidance counselor for unacceptable behaviors and to improve the attitudes of the boys in the three grades and their parents.

The writer administered pre and post attitudinal and observational questionnaires to 30 randomly selected third, fourth, and fifth grade boys and their parents. Pre and post sociometric devices were administered to the 30 boys to illicit their feelings about each other. Self monitoring records of behaviors were kept by the boys and compared with the counseling log of meetings. Anecdotal records of the the boys' behaviors were kept by their teachers. One educational trip was taken by the boys. Monthly parents' meetings concentrated on topics of interest and significance. Small group counseling sessions with the 30 boys focused on topics that would adhere to counseling strategies for behavior improvement.

Analysis of the data showed that the plan of action helped to reduce the number of meetings with the school guidance counselor from a high of 100, and a low of six, to a high of 70, and a low of zero. Parents and the boys made attitudinal changes that attributed to the behavior changes.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (x) do not ( ) give permission to Nova Southeastern University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nove Southeastern University will not charge for this dissemination except to cover the cost of microfiching, handling, and mailing of the materials.

June 12, 1995 (date)

Venola L. Hill (signature)

CHAPTER I

INTRODUCTION

Description of Community

The 114 boys enrolled in the third, fourth, and fifth grade classes in need of behavior improvement attend an elementary school located in an urban neighborhood that is undergoing some soceoeconomic changes. The 24-year-old building is surrounded by low to middle income households, both located within walking distance of the school. However, students from one of the two communities are bussed to school at the request of their military parents. The neighborhood, bound on the east by a main thoroughfare and on the west by an expressway, consists predominantly of Black families. The other neighborhood, bound east by an expressway and west by a stream of water, is a racial mix of Black, White, Oriental, and Spanish speaking families.

The family dwellings consist of detached and semidetached homes, interspersed with some apartments. About 400 members of the student body live in apartment housing of two types, low-rent and moderately priced high-rise. The larger number of this group lives in low-rent apartments, and for the most part, the households are headed by single females. For lack of adequate finances, a number of the families were

evicted during the 1993-94 school year causing a need for temporary shelter. Others live in the moderately priced high-rise apartments, and are headed by two parents.

About 100 students reside in single family homes that are headed by their grandparents who are caring for the children of their deceased, irresponsible, or incarcerated children.

The remaining 100 students are children of military families with mothers and fathers enlisted in two branches of the United States Military. These families live in modest on-base housing for short periods of time. However, some families are allowed to stay longer periods when a parent has to provide oversees service during a war. The transiency results in constant enrollment changing among these military children.

Writer's Work Setting and Role

The writer's work setting is in an educational institution with a physical plant designed to accommidate the 600 students in the regular and special education population. The three level structure has 25 classrooms, to instruct the boys and girls in the pre-school, kindergarten, and first through sixth grades.

Separate office space situated on the first level is designed for the two administrators, the principal and vice principal, the clerical staff, and the school counselor. The school media center and the health suite are also located on the first floor. Meals are prepared

and served on the premises. Students are served daily morning and noonday meals. About one-fourth of the students pay for their meals, while three-fourths eat for a reduced cost or for free. Meals are prepared and served in the multipurpose room where other large functions are also held.

Physical education classes and free play take-place on the outside play area.

During the 1993-94 school year, there were 600 students enrolled in the school. Of these 600 regular education and special needs students, 300 were male and 290 were female. One hundred fourteen male students were enrolled in the third, fourth, and fifth grade classes.

The third grade was comprised of three classes. Class one had a pupil-teacher ratio of 23 to one. Twelve of those 23 students were boys and 11 were girls. Two of the 12 boys were learning disabled; however, they were mainstreamed in a regular classroom for over 50% of the school day.

The second third grade class had a student-teacher ratio of 25 to one. Fifteen boys and ten girls in the class received instruction in the regular education program.

The third third grade classroom had a student-teacher ratio of 25 students to one teacher. Sixteen of the students were boys and nine were girls. Four of the 16 boys were identified as learning disabled and were mainstreamed for 50% of the day.

Fourth grade students were separated into three classrooms. The first fourth grade classroom had a student-teacher ratio or 23 to one. There were 11 boys and 12 girls in the classroom. All students in this classroom received instruction in the regular education program.

The second fourth grade classroom had a student-teacher ratio of 25 to one. There were 11 boys and 14 girls, all in the regular education program.

The third fourth grade classroom had a student-teacher ratio of 24 to one. Six of the 13 boys in the classroom were classified as learning disabled and were mainstreamed for one-half of the school day. Eleven of the 24 students were girls.

The fifth grade students were divided into three groups. All three classrooms had a student-teacher ratio of 25 to one. There were an even number of girls and boys in each of the three classrooms. There were 12 boys and 13 girls in each of the three classrooms. Three of the 12 boys in each of the three classrooms were identified as learning disabled; however, they remained with the regular education students for one-half of the school day.

The students' economic and living conditions in the homes differed. The household heads included grandparents, other relatives, guardians, single parents, and two parents.

Methods of disciplining in the families varied. The methods used were beatings, withholding privledges, and talking-to.

There are 70 persons in the school to perform the administrative, teaching, and support personnel's duties. Included are a principal and assistant principal to oversee the administrative functions and three secretaries to assist with the clerical duties. There are 29 full-time teachers, including three special education teachers, and one teacher each for music, art, science, computer learning, physical education, English as a second language, and a librarian, The support staff includes one full-time counselor, and a part-time clinical social worker. The remaining staff includes paraprofessionals.

Parents, as volunteers, are participants in many of the school programs. They assist the children on trips and in the classroom. Parents provide tutorial support and they reinforce the daily classwork with the children in the home. Parents are also held responsible for their children's behaviors in school. Parents are made aware of poor behaviors among their children.

The writer's role is that of a school guidance counselor, whose responsibilities are to provide a service to the entire school. These services include: (a) conducting parent and teacher conferences, (b) providing group and individual counseling, (c) making referrals to health care providers and social agencies, (d) coordinating attendance improvement programs, (e) convening parenting workshops, (f) helping students resolve conflicts, and (g) providing activities for good decision making. Since school counseling constitutes many responsibilities, the demanding tasks necessitate careful planning

and coordination of programs for effective schooling.

In coordinating parent teacher conferences, the writer uses past training and skills learned in human growth and development to help teachers and parents with behavior management strategies. These strategies help to set the tone for good classroom management in order to build good relationships between the home and school.

The writer helps the students to understand alternative and effective ways of resolving conflicts during individual and group counseling sessions. The acquired problem solving techniques must be reinforced by parents in the home who are also held accountable for their children's behaviors.

Information on students is generated through different sources who provide an understanding for their behaviors. The writer administers opinion surveys, standardized tests, and teacher evaluations. This information, quite often, serves as criteria for a student's placement in the various programs or to determine the child's overall needs.

An important factor in a child's schooling is being able to get along with others. The writer is delegated the responsibility for providing support for improving the behaviors among those students exhibiting inappropriate school behaviors.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In this school setting, there were 600 regular and learning disabled students enrolled during the 1993-94 school year. All students were required to abide by the school's behavior guidelines; however, the 114 male students enrolled in the third, fourth, and fifth grade classes exhibited severe behavior problems in the school. These behavior problems impeded their overall success in school. The boys, their homeroom teachers, and their parents exhibited poor attitudes about the boys' behavior problems and about each other. Their poor attitudes inhibited necessary behavior improvements among the boys in the third, fourth, and fifth grade classes during the 1993-94 school year.

Problem Documentation

Realizing that unacceptable school behavior was a problem among the third, fourth, and fifth grade boys in the school, the writer made a review of the counselor's log to determing the number of times the boys in these three grades had visited the counselor's office during the 1993-94 school year. The findings revealed

significant behavior problems, ranging from a low of six to a high of 100 meetings with the counselor during the 1993-94 school year for help in improving their school behavior problems.

These school behaviors were observed by the writer during the in-class, lunch time, play time, before-and-after school, and during special activities and programs in the multipurpose room. The unacceptable behaviors included poor peer relationships such as: fighting, arguing, and shoving among themselves and others. Stealing and tattling on each other was not uncommon. The boys exhibited poor relationships with their teachers. They talked-back to their teachers and they seldom followed the school rules.

The boys in the third, fourth, and fifth grade classes showed disrespect for their elders and their peers during assembly programs. An account of this disrespect is shown through the counselor's records that indicated as many as 15 boys in one of the third grade classrooms talked among themselves during assembly programs on a regular basis. Ten boys in the fourth grade were excluded from all assembly programs for booing performers during an assembled program.

The behaviors of these boys in the third and fourth grade classes, caused the principal to screen the boys in the third, and fourth grades before granting permission to attend special activities outside of the school. This behavior checking resulted in six third, six fourth, and six fifth grade boys being excluded from

participating in out-of-school cultural activities during the 1993-94 school year.

The hard data in the counseling log indicated that poor school conduct was a problem for the boys in the third, fourth, and fifth grade classes. Of the 114 boys enrolled in these three grades, 93 received school counseling during the 1993-94 school year.

Forty of the 43 boys in the third grade were seen by the school counselor the 1993-94 school year. One boy was seen for a total of 100 times. He came by himself, was escorted, and came by request of a local health agency. Twenty boys in the third grade were seen 12 times each. Thirteen boys came for counseling 34 times each; however, six of the 13 boys were labeled as learning disabled and their individual educational plan indicated a need for school counseling services.

Twenty of the 35 boys in the fourth grade classrooms received guidance and counseling services during the 1993-94 school year. Ten boys were seen 18 times each during that year. Six boys' individual educational plan called for school counseling. Four other boys received guidance and counseling 30 times each during the 1993-94 school year.

Thirty-three of the 36 fifth grade boys received school counseling. During the 1993-94 school year, 12 boys came for intervention 12 times each. Two boys were each seen by the school

counselor six times. Nine boys identified as learning disabled and mainstreamed in the fifth grade classroom for more than 50% of the day, were each seen 30 times.

Twas a high of 100, and a low of six meetings out of the possible 180 school days in the 1993-94 school year. All three classes used the counseling services; however, the highest number of boys seen by the school counselor were in the third grade classrooms. The ratio of meeting for the third grade boys was, a low of six, and a high of 100. The second highest number of boys using the school counseling services during the 1993-94 school year, came from the fourth grade classes. These boys' ratio of meetings with the school counselor was, a low of 19, and a high of 34 for the 1993-94 school year. The fifth grade classes had the lowest number of meetings with the school counselor during the 1993-94 school year. The fifth grade boys had a low of six, and a high of 30 meetings with the school counselor during the 1993-94 school year.

A process was used by teachers, parents, and the school counselor to improve the undesirable school behaviors among the boys in the third, fourth, and fifth grade classes; however, the measures used were not adequate for solving the boys' behaviors. When these boys argued, pushed, shoved, tattled, lied, stole, or fought for the first time, they often received inhouse suspensions. However, these boys did not view the inhouse suspensions as a punishment. Other times, the boys were sent to the school counselor's office. The school

counselor talked to the boys and sent them back to their classrooms. The boys did not receive the necessary help to bring about adequate behavior changes. Excluding these third, fourth, and fifth grade boys from participating in special events did not improve the undesirable behaviors.

Causes for the boys' behaviors were not thoroughly investigated. The boys did not have an opportunity to talk about their problems or express their feelings, and that often made them feel unjustly treated by their teachers, parents, and their peers.

Many of the boys in these three classes were suspended from school on a regular basis for unacceptable behaviors. Suspensions were for as long as 10 days at a time; however, some parents refused to believe others in the school over their children, and returned their children to school before the end of the punishment time.

Other methods used by teachers to improve the boys' school unacceptable conduct were talking to the boys, discussing the school behavior guidelines one time during the beginning of school, and informing the parents of the misbehaving boy. The boys would tune-out the teachers' talking to them. The parents often used physical force which was short lived. The school behavior guidelines were soon forgotten.

Causative Analysis

Causes contributing to the behavior problems among the third, fourth, and fifth grade boys in this urban school, reflected a lack

of workable solutions to solving behavior problems. One problem was directly related to the one-time emphasis on the school-wide behavior guidelines. The behavior guidelines were discussed thoroughly only during the beginning of the school year, and these guidelines were developed without input from the students. Little, if any consideration was given to the developmental ages of the boys in the third, fourth, and fifth grades. These boys' cognitive development differed in their abilities to understand the information given. Their inate behavior patterns differed with age. After the behavior guidelines were written, they were not posted through-out the school. Classroom behavior guidelines were not visible in the classrooms for reviewing. The lunchroom guidelines were not posted in the lunchroom for the boys to read during the 1993-94 school year.

The boys in the third, fourth, and fifth grade classrooms were constantly fighting. These physical altercations would take place in the classroom, in the hallway of the school, on the playground, and in the toilets. The boys fought to solve all of their problems. They did not use different ways to resolve their conflicts. There were very few provisions for modeling acceptable techniques for resolving conflicts. Acceptable behavior resolutions were seldom seen in their urban communities. The boys' superiors, some teachers and parents, were observed using physical or verbal abuse to get the boys to behave appropriately. These mixed messages left the boys confused. The parents and teachers were doing the same as they were being punished for doing.

Some of the boys were referred to the school counselor for counseling interventions; however, school counseling was not effective because the counseling techniques did not address the boys' immediate needs. Many of the boys' needs were related to family problems that dealt with soceoeconomic factors. Many of these boys had experienced loss of significant persons through deaths, prison confinements, or to military duty. Often these separations caused stress and anger in the boys. The results of these home anxieties were transferred to their peers and their teachers. Many of the boys would view their peers and teachers as acting with hostile intent even during casual situations. What may have been accidental, was perceived by the boys as an intentional act that warranted aggressive retaliation.

The boys felt justified in their use of aggressive retaliations, and they exhibited negative attitudes about most people in general. The boys' negative attitudes and constant aggressive behaviors caused the teachers and parents to form negative attitudes about each other.

Parents complained that the teachers did not understand their children, and that they were not effectively providing the necessary services for their boys' educational and emotional growth. The teachers complained about the parents' inability to controll or properly raise their boys. These attitudinal feelings from the parents, the teachers, and the boys did not help the boys improve their school behaviors.

Relationship of the Problem to the Literature

A review of the literature related to unacceptable school behaviors among elementary school-age boys indicated that there are serious behavior problems among most urban boys in the third, fourth, and fifth grades. These problems are related to a number of forces that impact on boys living in this urban area.

When children's parents go to war, the children are afraid that something will happen to their parents. Boys feel that the male's responsibilities in the household become theirs when the father must go away. The father or mother going away to wars leaves the children, especially the boys, confused, frustrated, angry, and in need of personal support. Therefore, the need for interventions are important for children experiencing military separation (D'Andrew & Daniels, 1992).

Findings in a study implemented among rejected elementary-age boys in an urban area indicated that those boys exhibiting anger and aggressive behaviors in school were rejected by their peers (Waas & French, 1984). This study further stated that the children who were socially rejected exhibited classroom problems; however, the behavior problems were more severe in boys. The social rejection concept was also concurred by Bierman, Smoot, and Aumiller (1993) and McClure, Miller, and Russo (1992). These studies indicated that peer rejection in grade school is one cause of maladjustment in boys. Problems associated with rejection include hyperactivity, antisocial behaviors,

and academic problems (Dysinger, 1993), Waas and French (1994) concluded that rejected boys tend to repeat what is done to them.

A review of research findings by Kazdin, Siegel, and Bass (1992), suggested that soceoeconomic factors in which children's dysfunctions are embeded, are related to unacceptable school behaviors. Other professionals support the idea that parent and family characteristics are related to school behaviors (Kazdin, Siegal, & Bass, 1992). These school behaviors require prompt attention from a responsible person; therefore, school counseling is required. School counseling programs have been found to influence school behaviors according to Gerler (1992).

Support provided in the literature is documented through several sources. A review by Gerler (1985) provided evidence that counselors can make a difference in children's classroom behaviors. Assertions that Gerler (1985) made from the program implemented with a selected group of third, fourth, and fifth grade boys attending an elementary school in a large southern city, characterized the discipline problem as differences in the developmental stages which would also apply to the boys in this school.

Lechman (1987) made references to aggressive behaviors in urban boys as a cry for help. The socioeconomic conditions of most urban communities are frightening for most children, especially boys, in the elementary school age. In the study by Lechman (1987), the average age of the boys was 11 years. The boys were in need of interventions in order to ward-off later major diffuculties.

The behavior problems among urgan grade-school boys is supported through research reports cited in clinical psychological journals. According to the report by Hinshaw, Henker, and Whalem (1984). of 24 hyperactive elementary school-age boys experiencing difficulty regulating their social and interpersonal behaviors, continued to plague these children in later life. When treatment of medication and cognitive behavior strategies were used, medication proved to be less successful than cognitive strategies for behavior changes.

A research report cited in the child development journal by Hudley and Graham (1993) on self-concept and aggressive behaviors indicated that there was a relationship between self-concept and aggression. The study carried-out among a sampling of boys in the third, fourth, and fifth grade classes in an urban school located in a southern city, concluded that the relationship between self-concept and aggression was based on factors such as age, sex, and soceoeconomic status.

The documented résumé by Engelhart (1983), indicated that the time-out discipline model program implemented among mostly elementary school-age boys of military personnels located in an urban western city was an effective way to improve the boys' unacceptable school behaviors. Butzin (1984) contended in a documented résumé that a discipline management system is a means of helping students assume responsibility for their own behaviors. Butzin (1984), also, maintained that discipline in today's classrooms, especially in the urban school, is a major responsibility for most teachers.

The literature suggested the following as causes of unacceptable behaviors among boys in the third, fourth, and fifth grade classes in the urban schools. According to research findings by Mehaffer and Sanburg (1992) and Hudley and Graham (1993) childhood aggression has been found to be more prevalant among African-American boys between 10 to 12 years. The findings indicated that quite often the boys were guided in a framework of perceived hostile intent. Therefore, judging others as being responsible for negative outcomes, illicited anger that lead to hostile behaviors.

Another study conducted by Kadzen, Siegel, and Bass (1992), evaluated the effects of parent management training on antisocial behaviors in children. Ninety-seven children were used, 74 boys and 21 girls, ages seven through 13 years. The study formed conclusions that unacceptable behaviors were partly due to parents engaging in inept child-rearing practices that escalated the child's dysfunctions. Changes in the parent's dysfunction and maternal stress lead to more marked changes in the child's antisocial behaviors in school and in the home.

A study carried-out among 32 fourth and fifth grade boys exhibiting anti-social school behaviors, suggested that the cause of the unacceptable behaviors among the boys were related to the failure of counselors and other educators to admit or understand that categorized discipline problems may be developmental stage differences (Gerler, 1992).

Despite the developmental stage differences among students, Dysinger (1993) made observations in personality, opinions, wants, and needs differences among a group of fourth and fifth grade students separated by sex. The children demonstrated a need for different techniques to problem solving, mainly because the children displayed a negative chain reaction of the same behaviors. As Dysinger (1993) indicated, children repeat what they see others do.

Many urban children see conflicts resolved through violent means on a regular basis; therefore, aggression and violence are considered normal everyday experiences (Hudley & Graham, 1993).

Recalling past experiences reinforce failures and despair according to Engelhardt (1993). Based on the philosophy of self-responsibility, parental lack of support for Engelhardt's (1993) findings on the child bearing responsibility for unacceptable behaviors compounds the behavior problem. According to Kazdin, Segal, and Bass (1992), parent and family characteristics are fundamentally related to antisocial behaviors in children. Some children blame others for their failures and conduct according to Butzin (1984). Boys are more likely to blame others and make excuses for poor classroom behaviors especially where there is a teacher new to teaching. Many new teachers reported that they were surprised and discouraged by the discipline problems among boys in the urban elementary schools (Butzin, 1984). In a survey among 700 teachers in 10 schools located in the south-eastern part of the

United States, over 95% of the teachers surveyed reported that for them, maintaining order in the elementary grades classroom was a problem.

Reports by D'Andrea and Daniels (1992) indicated that many children who are male and minority, often feel socially isolated and confused in some school settings. Their sense of confusion, personal suffering, rejections, and negative attitudes of others impact on their behaviors.

A study conducted among 870, 11 year-old children concluded that boys were more likely to be reprimanded or referred to the principal or counselor than girls, even when their behaviors were no different (Waas & French, 1984).

In summary, research findings form conclusive evidence that the unacceptable school behaviors among boys in the third, fourth, and fifth grade classes in the urban schools are the results of the following factors: (a) social rejection, (b) socioeconomic factors, (c) inept parental rearing practices, (d) lack of counseling techniques for adequate behavior changes, (e) attitudinal problems among students, parents, and teachers, (f) need for child developmental understanding by teachers and parents, and (g) ineffective behavior guidelines.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The major goal in this study is for the school behaviors among the boys in the third, fourth, and fifth grade classes to improve.

Expected Outcome

The expected outcome is to reflect improved school behaviors, through the boys' reduction of meetings with the counselor and changes in attitudes among the boys in the third, fourth, and fifth grade classes.

Measurement of Outcome

The measurement of outcome will be shown in two components: (a) the number of meetings with the school counselor and (b) the attitudes of the boys.

The rate of individual meetings with the school counselor will decrease from a high of 100, and a low of six, to a high of 50, and a low of three among the 30 boys participating in the program.

The third grade boys' meetings with the school counselor will decrease, from a low of six, and a high of 100, to a low of three, and a high of 50.

The fourth grade boys' meetings with the school counselor will

decrease from a low of 18, and a high of 34, to a low of nine, and a high of 17.

The fifth grade boys' meetings with the school counselor are expected to decrease from a low of six, and a high of 30, to a low of three, and a high of 15.

The attitudes of the 30 boys in the third, fourth, and fifth grades are projected to change from an estimated average of yes-240, and no-90, to an estimated average of yes-90, and no-240 as indicated on the pre-and post attitudinal questionnaires, containing 11 statements that will yield a value of one for each statement rated by four categories: yes, no, sometimes, and never.

Parents' feelings impact on the boys' attitudes about school, their peers, and their teachers; therefore, pre-and-post attitudinal questionnaires will be administered to the parents' of the 30 boys. The parents' attitudinal changes on the questionnaires are projected to show an average of yes-270, and no-60, to a projected average change no-270, and sometimes-60 on the 10 statements that will yield one point each that are rated by four categories: yes, no, sometimes, and never.

Mechanisms were used for recording unexpected events. Evaluation tools were used to a greater extent. To determine the peer relationships among the boys, sociometric charts were administered in the beginning and at the end of the program (see Appendix A).

Teachers were not required to submit observational questionnaires on the 30 boys in the program. The teachers were asked to submit anecdotal records on the boys as behaviors were observed.

The parents played an important part in the boys' behavior changes; therefore, behavior observational questionnaires were administered to the 30 boys in the beginning and at the end of the program to illicit observed changes in the boys' behaviors (see Appendix B).

The attitudinal changes were measured through attitudinal questionnaires administered to the 30 boys in the program and to their parents.

The 30 boys' parents were administered questionnaires at the beginning and at the end of the program to show changes made in feelings about teachers and the school (see Appendix C).

The 30 boys' homeroom teachers' attitudes about the boys and the boys' parents' impact on the boys' attitudes; however, the teachers' feelings were addressed through the teachers' group sessions (see Appendix D).

The attitudes of the boys were important; therefore, attitudinal questionnaires on their opinions of their teachers, peers, and their parents were administered in the beginning and at the end of the program to the 30 boys in the program to determine changes in attitudes (see Appendix E).

Boys that left the third, fourth, or fifth grade classes were excluded from the program.

Descriptive Plan for Analyzing Results

Thirty boys in the third, fourth, and fifth grade classes in this urban school will be screened for meetings with the school counselor. The data account for each of the 30 boys will be recorded by the writer and compared with the 1993-94 data account of meetings with school's counselor. Each boy will keep a notebook of events that will include the individual's data account in the inside cover. The results will be indicated through the comparisons of the 1993-94 and the 1994-95 data accounts.

A comparative results will be made of the pre-and-post attitudinal questionnaires for the 30 boys. A comparative results will be made of the pre-and-post attitudinal questionnaires for the parents of the 30 boys. A comparative results will be made of the 30 boys' 1993-94 and the 1994-95 meetings with the school counselor as indicated on the behavior charts and the counseling log. The comparisons will be shown in numbers.

Behavior observation questionnaires by the participating boys' parents will be compared with pre-and-post results. The boys' sociometric instruments will be compared with pre-and-post results.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem is to improve the behaviors among the boys in the third, fourth, and fifth grade classes in this urban school. The solution is to reduce the number of meetings with the counselor in the school and to bring about attitudinal changes among the boys, their parents, and their teachers. The solution for these improvements is modeled after other programs of problematic likenesses that are designed to alter unacceptable school behaviors among the boys in the third, fourth, and fifth grade classes. One such program, according to Lechman and Lampron (1987), was concerned with anger coping and altering deficient social, cognitive, and problem solving skills that called for structural consultation with teachers for behavior improvements. Another program cited by McClure, Miller, and Russo (1992), indicated that children's, especially urban, nonverbalization and limited expressive abilities, call for the development of social skills that are necessary for negotating conflicts. Ongoing guidance and counseling based on the the ries of client centered, rational-emotive, reality, and behavior modification strategies are beliefs and prosed procedures to follow in helping children change their self defeating tendencies (Gueterrez, 1985).

The writer is prepared to provide developmental understanding and remediation of the problems through group and individual sessions that involve role-playing, observation, modeling, and the development of realistic rules of acceptable conduct and expectations such as carried out by Engelhardy (1983).

A second solution is to provide activities that will help the teachers, parents, and students work toward attitudinal changes (D'Andre & Daniels, 1992). Attitudes that allow for all persons to focus on issues of present concerns will enable the boys to make fresh starts in their behaviors. Therefore, proceedures for documenting and comparing the feelings of all individuals involved are necessary.

Description and Justification For Solution Strategy

The writer is prepared to try several activities to improve the unacceptable school behaviors among the third, fourth, and fifth grade boys in this urban school.

The writer will make a random selection of 30 participants in order to give each of the 114 boys an opportunity to become a part of the program. They will be divided into six sub-groups of five members each.

The writer will provide trips and interesting discussions-topics for the 30 boys, their homeroom teachers, and their parents (see Appendices F, D, & G).

The writer will collaborate with the boys' homeroom teachers and their parents in order to discuss progress being made in the boys' behaviors, and to determine the parents' and teachers' ongoing attitudes about each other.

Justification for the strategies is based on the success of programs in other urban school with boys of the same age-range (Butzin, 1992) and (Kazdin, Siegel, & Bass, 1992); therefore, the writer's belief in the solution strategies is very strong.

The anticipated steps for the study include the following solutions: (a) the writer will make weekly reviews of each of the 30 randomly selected boys' anecdotal records kept on the boys by each of their homeroom teachers; (b) behavior guidelines and expectations generated with input from the boys will be distributed and discussed periodically with the boys in the program; and (c) separate logs of meetings with the counselor in the school will be maintained and compared with the previous year's meetings (see Appendix H).

A separate agenda will be necessary for the boys, their homeroom teachers, and their parents, in order to generate success in the program.

Steps for the homeroom teachers will include: (a) keeping accurate anecdotal records on each of the 30 boys' behaviors, (b) collaborating with the writer and parents on a regular basis, (c) completing pre-and-post behavior observation questionnaires, and (d) reinforcing conduct rules in the classroom, and (e) participating in three group sessions for the teachers.

Steps for the parents of the 30 boys involved in the program will include: (a) participation in monthly parenting meetings, (b) and supplying information on the pre-and-post observational behavior and attitudinal questionnaires.

Steps for boys will include: (a) maintaining confidentiality of information, (b) participating in the socioemetric measurements, (c) completing pre-and-post attitudinal questionnaires, and (d) participating in weekly guidance and counseling sessions for 30 to 45 minutes in groups of no more than five, selected from all three grades.

Report of Actions Taken

The program designed to improve the unacceptable behaviors among 30 randomly selected boys enrolled in the third, fourth, and fifth grade classes in this urban school was implemented over a period of 32 weeks. Input from teachers, administrators, parents, the 30 boys, and outside resources enabled the writer to execute the counseling strategies, parenting workshops, and questionnaires as planned.

Month One

During the first month, the writer convened the boys for four sessions. The 30 boys were separated into small groups by grades. Each group was comprised of five members that met from 30 to 40 minutes weekly to engage in various activities designed to improve their poor school behaviors.

The first week was devoted to setting-up small guidance and counseling groups, scheduling parenting workshops and meetings dates, soliciting outside support, collecting counseling teaching materials, scheduling trips, and administering questionnaires to the 30 boys and their parents. Sociograms were administered to the 30 boys to illicit their feelings towards each other. The program was also discussed with the administrators in the building, the boys' teachers, and the boys' parents.

During week two of the program parents of the 30 boys were invited to attend a call meeting. Fifteen of the 30 parents came to the meeting. Attitudinal and behavioral observational questionnaires were administered to the parents in attendance. The remaining 15

parents received their attitudinal questionnaires by mail; however, all questionnaires were not returned during that second week. Five of the 15 questionnaires mailed to parents were returned.

Guidance and counseling group sessions were convened with each group of boys during the week. During the second week, the boys entered the sessions talkative and playful. Rules and regulations were discussed with each group of boys. Each boy was given a spiral notebook. The spiral notebooks were used for journal writing. Each boy's individual behavior evaluation form was pasted in the inside back cover of the spiral notebook for recording each poor behavior that resulted in meetings with the counselor or principal. The boys repeated in unison a positive pledge at the end of each group's session. The weekly ritual was designed to help the boys feel good about themselves.

An after-school workshop for the boys' teachers was convened by the writer and conducted by the early childhood school psychologist. The session concentrated on child development and discussions ensued on normal behavior patterns of boys in the teachers' classrooms.

Week three concentrated on group guidance and counseling sessions with the groups of boys. The sessions focused on making wise decisions. Art therapy and role-play were used to help the boys understand the importance of making sensible decisions. Each group make recordings on their behavior charts and repeated the positive pledge in unison before leaving the sessions.

Week four helped the boys to understand the meaning of self-image. Each boy engaged in journal writing that gave positive information

about themselves. The boys shared the stories with their group members.

Month Two

During the second month of the program all groups were convened as scheduled. The sessions during the fifth week helped the boys understand the meaning of road blocks to effective communication. Visual aides helped the boys conceptualize the impact of one's body language on a conveyed message. The boys engaged in role-play that utilized the eyes, hands, and full body movements. The boys talked about body movements such as the middle finger that caused anger for them. The boys were given homework assignments to look at a television program with the sound off and write a story by looking at the television characters' body movements.

Sessions during week six the boys viewed a filmstrip that talked about ways behaviors are formed. The boys engaged in active discussion after looking at the filmstrip. During this week, individual intervention was minimal. The boys recorded their behaviors on the sheets in their spiral notebooks, repeated the positive pledge in unison, and quietly left the sessions to run through the hallway to go to their classrooms.

During week seven the groups talked about negative and positive statements. The boys completed open-ended sentences that explained how negative and positive comments impact on their behaviors. Much of the 30 minutes was used in recording their poor behaviors on their

individual behavior charts. It was during that seventh week that one boy in the third grade required additional help from the counselor because he was constantly running away from school.

The parenting meeting was convened for the second time with 18 parents in attendance. The parents brought their other smaller children with them to the meeting. The parents listened to the early childhood school psychologist discuss child development and positive ways to respond to their boys' behaviors and attitudes in a positive way.

Week eight concentrated on individual interventions with one third grade boy and group guidance and counseling sessions with the groups of 30 boys in the program. Talk therapy and biblio-therapy were used during the eighth session to help the boys strategize for making wise decisions.

Month Three

Sessions nine and ten focused on setting goals and using time management strategies to help the boys conform to the school's rules and regulations. The boys enhanced their human relationship skills as they learned to work together to accomplish a task within a specified period of time. The boys completed open-ended sentences that were designed to help them understand the video tape on conflict resolution. The third parent's meeting was convened by the writer. The 15 parents present listened to discussions on health issues by a registered nurse from the hospital nearby. Anecdotal records on the boys were turned into the main office and reviewed by the writer. The boys ended each guidance and counseling session with repeating their

positive pledge and recording their meetings with the principal or the school counselor.

Relaxation exercises were performed by the groups of boys during the 11th and 12th sessions. During session 11, the boys in attendance were excited and talked excessively about two of their group members being suspended from school for fighting. The writer engaged in active listening with the boys as each group gave their versions of the suspended boys' behaviors. This was an opportunity for the boys to explore other ways to resolve conflicts.

Role-playing talking through the problem, compromising, and soliciting a responsible third person as an alternate to physical fights was demonstrated by boys in all of the groups. Some of the boys held to their beliefs that physical fighting is the only that will work in most cases. This feeling about fighting was also expressed by some of the parents in attendance at the monthly parents' meeting. The topic on resolving conflicts was somewhat explosive for parents in attendance. The parents differed on the methods their sons must use to resolve conflicts. Parents talked about violence in their immediate community that caused pain and hurt to them, friends, and relatives.

To help the boys see some good in themselves and to build positive attitudes in themselves, their peers, and the school, the positive pledge was repeated in unison as the group members held hands before leaving the session.

Role-playing and open-ended sentences on problem solving by talking, negotiating, cooperating, and compromising were used with boys during sessions 12. As usual, all sessions were closed with repeating the positive pledge in unison and recording their unacceptable behaviors on their behavior charts.

Month Four

Weeks 13th through 16th marked the mid-point of the program for improving behaviors among the 30 boys in the third, fourth, and fifth grade classes. Each session with the boys were ended by repeating the positive pledge in unison in order to motivate and build good feelings about themselves. Activities for these four weeks were based on cognitive behavior group therapy (Lochman, 1987). The sessions were designed to improve the problem solving skills among the boys. Parents met for parenting group four. The same 15 parents discussed discipline for here and now behaviors among their boys.

The boys were introduced to exercises that helped them to better understand the meaning of stress. The boys worked on some exercises that helped them to relieve everyday stress. Art therapy, discussions, and visualizations were used to understand the meaning of long range goals.

Reality therapeutic strategies (Butzen, 1984) that required the boys to listen to a story on the radio in order to improve their creative imagination for writing their stories were used during the 16th session.

Session 17th, the boys composed lyrics for rap music. Several

of the boys performed while others in the group clapped to the beat.

A variety of feeling words were learned and used in open-ended sentences to tell others about their emotions during sessions 17. They continued the discussions on feelings during sessions 18. The boys wrote in their journals. The groups engaged in non competative group play during sessions 18 and 19. Feeling words were given as a ball was passed in relay fashion. Students who gave a word that did not have a feeling meaning, was dropped from the game.

Session 20 concentrated on bibliotherapy. Hypothetical situations were used for the boys to supply probable solutions.

The meeting with the teachers to discuss keeping anecdotal records on the boys was cancelled; however, teachers made individual oral agreements to submit anecdotal records on the boys when there was a need.

Month Six

During sessions 21, 22, 23, and 24, the writer engaged in cognitive therapeutic approaches to counseling (Butzin, 1984) during the weekly group sessions with each group of boys. This strategy was a means of helping the boys understand the importance and affect of body language on behaviors. During session 21, the boys participated in psychodrama role-play that provided opportunity to associate their feelings with their body language. The boys observed conflict of anger during the 22nd sessions. Video tapes were used to show how others reacted to fighting as a way to resolve conflicts. The boys learned that fighting causes additional problems.

Sessions 23 and 24 concentrated on behaviors that cause conflicts. The behaviors were tattling, teasing, and lying. The boys had an opportunity to observe these behaviors acted out by similar age-size characters on video tapes. After viewing each tape, there were group discussions.

The need for individual guidance was minimal mainly due to time constraints. The positive pledge and behavior documentation transpired as usual at the end of each group's guidance and counseling session.

Parents met for their monthly parenting meeting. Parents were encouraged to let the boys take responsibility for their behaviors. The parents were also encouraged to set obtainable, reasonable, and fair rules among their siblings while at home. The topic on rules caused heated discussions among the 15 parents attending the meeting.

Month Seven

Sessions 25, 26, 27, and 28 were convened as usual by the writer with all members present during each group's meetings. Each group session ended with the usual pledge and documentation of behaviors.

The groups discussed enemies of responsibilities and engaged in art therapeutic activities during the 25th sessions. Session 26 concentrated on activities of non-competative group games that helped the boys understand the importance of being responsible for their own behaviors. Session 27 required active listening by the writer in order to help the boys resolve some community issues. The boys were encouraged to play their favorite game, ride their

bikes, take walks, read a book, or clean their rooms as a way of coping with the problems in the neighborhood.

Session 28 helped the boys see the benefit of managing their time wisely in order to accomplish all that was required of them within the school day. The writer listened to the boys' complaints about the amount of school work required of them. Hearing how others solved their time-factor problem was acquired through bibliotherapy. Stories were read and discussed by the group, giving possible solutions to the narrative.

Month Eighth

There were some changes in the group counseling arrangements during the first week of the eighth month. Spring break in the school system provided a good opportunity for the boys, the writer, and invited parents to visit the Naval Research Laboratory. This trip provided scientific learning as well as group sharing experiences. They practiced strategies for getting along and working together as they walked through the laboratory absorbing the information shared with them.

Sessions 30, 31, and 32 were convened as usual with the pledge and checking the behavior chart at the end of each session. Session 31 was devoted to the students looking at filmstrips of children using attention getting tactics to get their way. The sessions were spent discussing the story events. The groups also examined filmstrips on improving peer relationships during the 31st sessions. Role-play was used during the sessions.

During the last week, the boys and their parents attended a final get together which they referred to as the "end party". The boys and their parents were administered the post attitudinal questionnaires. Parents present were also administered the post observational questionnaires. The 12 parents who did not attend were administered the post attitudinal and observational questionnaires at other times when seen in the school. The boys were administered the post soceometric device to obtain any changes in their attitudes about each other. Both boys and the eight parents attending the final party filled out a short evaluation form.

Boys were asked by the writer to make an individual visit in order to tally up their records of the number of visits they made to see the counselor for poor behaviors. The boys came; however, many had changed the checks in order to show good behaviors. The boys' sheets were compared with the counselor's log. During the meeting with the writer, the boys wanted to show how much had been learned from the sessions which they wanted to continue.

The anecdotal records were sparsely submitted by the teachers and did not show an accurate account of the boys' behaviors. The writer filed the anecdotal records away for future use.

The boys and parents who participated in the program to improve behaviors among the 30 randomly selected boys in the third, fourth, and fifth grade classes repeated the boys' positive pledge and was given a copy of the pledge to take with them.

CHAPTER V

Results, Discussion, and Recommendations

Results

During the 1993-94 school year, the writer's counseling log showed a higher number of behavior problems among the third, fourth, and fifth grade boys enrolled in this urban elementary school than all other boys in the school. The 1993-94 counseling log showed a low of six, and a high of 100 meetings with the counselor. There were 114 boys enrolled in the third, fourth, and fifth grade classes; however, 93 boys received counseling during the 1993-94 school year. The highest number of meetings were from the boys enrolled in the third grade classes. Forty out of the 43 third grade boys met with the counselor a low of six, and a high of 100 times during the 1993-94 school year.

The second highest number of meetings with the counselor was among the fourth grade boys. Twenty of the 35 boys enrolled in the fourth grade classes met with the counselor during the 1993-94 school year. The counseling log showed a low of six, and a high of 30 meetings with the counselor during the 1993-94 school year.

The lowest number of meetings with the counselor was among the boys in the fifth grade classes. Thirty-three of the 36 boys in the fifth grade classes met with the counselor a low of six, and a high of 30 times during the 1993-94 school year.

To improve the behavior problems among the third, fourth, and fifth grade boys that were causes for the frequent meetings with the

school counselor, the writer proposed a plan of action based on counseling strategies implemented by others. Such counseling strategies were implemented among boys of the same age, grade, and soceoeconomic factors that were deemed successful. Prior to the implementation of the program, the writer formed conclusions that the boys' behaviors were results of their negative attitudes regarding the school, peers, and teachers. The writer also concluded that the boys did not know alternate ways of resolving conflicts and that the attitudes of their parents had an impact on the boys' overall behaviors exhibited in the school. Prior to the program implementation, the writer projected an improvement in the school behaviors among the boys in the third, fourth, and fifth grade classes. The behavior improvement would be shown through the reductions of meetings with the school counselor and changes in attitudes among the boys in the third, fourth, and fifth grade classes.

The writer projected a decrease in meeting by third, fourth, and fifth grade levels. The rate of combined meetings from the third, fourth, and fifth grade classes were projected to decrease from a high of 100, and a low of six, to a high of 50, and a low of three.

The third grade boys number of meetings with the counselor would decrease from a high of 100, and a low of six, to a high of 50, and a low of three.

The fourth grade boys' meetings would decrease from a high of 30, and a low of six, to a high of 15, and a low of three.

The fifth grade boys' ratio of meetings with the counselor decrease from a high of 30, and a low of six, to a high of 15, and a low of three.

The attitudes among the 30 randomly selected boys in the third, fo th, and fifth grade classrooms were projected to show some attitudinal changes when the pre and post attitudinal questionnaires containing 11 statements illiciting the individual boys' feelings about the school, their teachers, their peers, their home, and the behaviors were compared. The 11 statements on the questionnaire that were designed to yield a value of one point each was rated by four categories: yes, no, sometimes, and never were projected to show an estimated change from an average 240 yes, and 90 no, to an estimated average 90 yes, and 240 no.

The writer decided that there was a relationship between the third, fourth, and fifth grade boys' school behaviors and their attitudes. It was also the writer's beliefs that the boys' parents' attitudes impact on the boys' behaviors in school; therefore, pre-and-post attitudinal questionnaires administered to parents were projected to show changes in the projected 270 yes, and 60 no, to a projected 60 yes, and 270 no. The parents' attitudinal questionnaire containing ten statements were designed to yield one point each on the four categories: yes, no, sometimes, and never.

During the 1994-95 school year of program implementation, the 30 randomly selected third, fourth, and fifth grade boys engaged in individual and group activities and programs that motivated

them to make significant behavior and attitudinal changes. These changes in behaviors and attitudes were seen in the comparative documented meetings with the school counselor during the 1993-94 and 1994-95 school years. Each boy's weekly self-recording of the unacceptable behaviors on his behavior chart was compared with the counseling log.

The counseling log showed the number of meetings held with the 30 randomly selected boys in the third, fourth, and fifth grade groups. The third grade boys' guidance and counseling groups showed a high of 70, and a low of zero meetings with the school counselor during the 1994-95 school year. The fourth grade boys' guidance and counseling groups' number of meetings with the school counselor was a high of 15, and a low of two. The ratio of fifth grade boys' meetings with the school counselor was a high of 27, and a low of zero.

The program implemented by the writer among the 30 randomly selected third, fourth, and fifth grade boys in this urban school showed some behavior and attitudinal improvements. The improvements in the boys' behaviors did not show sequential consistency. Behaviors were higher during some months than others. The month of October showed higher behavior problems among the third grade boys that all other month during the program implementation. The month of April showed a higher number of meetings for the fourth grade boys that all other months. November showed the highest number of meetings among the fifth grade boys in the program. To give a clearer picture of the number of meeting with the counselor by grades and months, a table

comparing meetings by grades and months is shown (see Table 1).

Table 1.

The 1994-95 Meetings by Grades and Months.

Boys' Names Represented by Numbers	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
	Third Grade Documentations by Months								
1	10	18	20	10	1	10	1	2	70
2	10	12	5	3	4	2	1	1	38
3	2	6	1	2	6	0	0	0	17
4	0	2	0	0	0	0	1	0	3
5	6	4	1	0	0	0	0	0	11
6	1	1	0	0	1	0	5	1	9
7	4	0	1	1	0	2	2	1	11
8	0	2	1	4	0	1	1	0	9
9	5	7	1	2	1	0	0	1	17
10	0	0	0	0	0	0	0	0	0
Total Meetings	38	52	30	32	13	15	11	6	183
	Fourth Grade								
1	0	2	3	3	1	0	4	2	15
2	2	1	3	3	0	1	3	2	15
3	0	5	7	8	2	2	8	4	36
4	1	1	0	0	0	0	0	0	2
5	2	3	0	0	0	1	0	5	11
6	6	5	0	0	0	0	1	5	17
7	5	2	1	0	0	0	1	5	14
8	2	3	0	1	1	1	0	4	12
9	1	0	0	1	0	1	1	2	6
10	1	1	0	1	0	1	1	0	5
Total Meetings	20	23	14	17	4	7	19	29	134
	Fifth Grade								
1	1	1	5	1	3	5	9	2	26
2	1	1	0	0	1	0	1	1	5
3	1	1	3	0	1	1	2	1	10
4	3	3	2	1	1	1	1	1	13
5	1	1	5	1	0	1	0	0	9
6	0	0	1	1	0	0	0	1	3
7	0	0	0	0	0	0	0	0	0
8	1	0	0	0	0	0	0	1	2
9	0	0	0	0	0	0	0	0	0
10	2	11	7	1	1	4	0	1	27
Total Meetings	10	18	23	5	7	12	13	8	95

The projected changes in meetings with the counselor were higher than the attained changes. To give a clearer picture of the differences in the projected and documented behavior changes by grade levels during the 1994-95 school year, a table was made to show the differences (see Table 2).

Table 2.

Comparison of Pre and Post Meetings with the School Counselor and the Projected Meetings by Grade Levels.

	Number of Students (N=30)					
Boys' Grade Levels	Meetings Documented 1993-94		Meetings Projected 1994-95		Meetings Documented 1994-95	
	High	Low	High	Low	High	Low
Third	100	6	50	3	70	0
Fourth	34	18	17	9	15	2
Fifth	30	6	15	3	27	0

Changes in the number of meeting with the school counselor among the 30 randomly selected third, fourth, and fifth grade boys during the 1994-95 school year were due to the number of solution strategies implemented by the writer. The solution strategies were: (a) weekly

guidance and counseling sessions convened with the groups of boys (b) individual assistance was given those in need, (c) collaboration transpired between teachers, parents, and the writer; (d) anecdotal records were kept; (e) boys made self recordings of their behaviors; (f) maintained log of meetings with the counselor was compared with the boys' records; (g) pre and post observational questionnaires were administered to parents; (h) Pre and post attitudinal questionnaires were administered to 20 parents and 30 boys; (i) pre and post sociometric devices were administered to the boys; (j) one educational trip was taken; and (k) parenting meetings convened monthly.

The weekly guidance and counseling sessions focused on developmental counseling strategies that helped the 30 boys begin to understand causes and effects of their behaviors. They were able to see other alternate ways to resolve a conflict. The 32 sessions concentrated on different counseling techniques suitable for problem solving among urban boys in the elementary grades. The techniques allowed the boys to engage in art therapy, play therapy, talk therapy, bibliotherapy, and modeling behaviors. These guidance and counseling group sessions also provided opportunities for expressing good feelings through the positive pledge. Each group repeated a positive pledge in unison during each session.

Individual assistance was given to those students in need of a one on one type of program to resolve their problems.

All boys in the program were required to keep an individual record of their behaviors. This was a means of self monitoring their behaviors. This method also enabled the boys to dispel feelings of unfairness towards them. Their self documented behaviors were compared with the counseling log of meetings for showing agreement in the number of meetings.

The writer felt that attitudes among the boys and their parents were too responsible for some of the behavior problems among the boys in the third, fourth, and fifth grade classes. Pre and post attitudinal questionnaires administered to the boys and to their parents showed improvements in both the parents' and the boys' attitudes after the program was implemented. The writer projected that the attitudes of the boys would change from an estimated 270 yes, and 60 no, to 60 yes, and 270 no on the 11 statements that yielded a score of one each on four categories: yes, no, sometimes, and never. There were some differences in the projected results and the confirmed results. The pre attitudinal questionnaires administered to the 30 boys showed 68 yes, 74 no, 178 sometimes, and 9 never. The post attitudinal questionnaire administered after the program was implemented showed changes in the boys' attitudes to show 103 yes, 88 no, 136 sometimes, and 2 never on the same 11 statements yielding one point each on the four categories: yes, no, sometimes, and never. The boys' ratings on the attitudinal questionnaire by categories and grades are shown in the table (see Table 3).

Table 3.

Pre and Post Boys' Attitudinal Questionnaires Summary.

The areas were: Y=Yes, N=No, S=Sometimes, and N=Never. Categories' points were School Behavior=5, School Climate=3, and Home Climate=3.

	Pre-Questionnaires			Post-Questionnaires		
Boys	School Behavior	School Climate	Home Climate	School Behavior	School Climate	Home Climate
	Y-N-S-N	Y-N-S-N	Y-N-S-N	Y-N-S-N	Y-N-S-N	Y-N-S-N
			Third Grade			
1	1-2-2-0	1-1-1-0	1-1-1-0	0-2-3-0	2-1-0-0	1-1-1-0
2	2-3-0-0-	0-0-3-0	1-1-1-0	0-0-5-0	2-0-1-0	1-1-1-0
3	1-1-2-1	1-0-2-0	0-0-3-0	2-2-1-0	1-1-1-0	1-1-1-0
4	1-4-0-0	0-0-3-0	0-0-3-0	2-2-1-0	1-1-1-0	1-1-1-0
5	0-0-5-0	1-0-1-0	0-0-3-0	4-1-0-0	1-1-0-0	1-0-2-0
6	1-4-0-0	1-1-1-0	0-0-3-0	4-1-0-0	2-1-0-0	2-1-0-0
7	4-1-0-0	2-0-1-0	1-1-1-0	3-2-0-0	1-1-1-0	1-1-1-0
8	2-1-2-0	1-1-1-0	2-0-1-0	1-1-3-0	0-2-1-0	1-1-1-0
9	1-1-3-0	0-0-0-3	1-0-2-0	1-2-2-0	1-1-1-0	1-0-2-0
10	1-2-1-1	1-0-2-0	0-0-3-0	1-1-3-0	1-1-1-0	1-1-1-0
T.	14 19 15 2	8 3 15 3	6 3 21 0	18 14 18 0	12 10 7 0	11 8 11 0
			Fourth Grade			
1	1-4-0-0	2-1-0-0	2-1-0-0	1-4-0-0	2-1-0-0	2-1-0-0
2	2-0-2-1	0-2-0-1	1-1-1-0	2-0-2-1	0-2-0-1	1-1-1-0
3	0-2-2-1	1-2-0-0	2-0-1-0	0-2-2-1	1-2-0-0	2-0-1-0
4	0-4-0-1	0-2-0-1	0-2-1-0	2-0-3-0	1-2-0-0	0-0-3-0
5	1-4-0-0	1-2-0-0	1-2-0-0	4-1-0-0	1-1-1-0	0-1-2-0
6	1-0-4-0	1-0-2-0	1-0-2-0	1-0-4-0	0-0-3-0	0-0-3-0
7	4-0-1-0	2-1-0-0	2-1-0-0	4-0-1-0	2-1-0-0	0-1-2-0
8	0-5-0-0	0-0-3-0	0-0-3-0	0-0-3-0	1-4-0-0	0-0-3-0
9	0-4-1-0	3-0-0-0	0-3-0-0	0-4-1-0	1-2-0-0	0-0-3-0
10	0-2-2-1	1-1-1-0	2-0-1-0	0-2-2-1	1-1-1-0	2-0-1-0
T.	9 25 12 4	11 11 6 2	9 7 9 0	14 13 18 3	10 16 5 1	7 4 19 0
			Fifth Grade			
1	0-0-5-0	1-0-2-0	0-0-0-3	1-0-4-0	1-0-2-0	1-1-1-0
2	0-0-5-0	1-1-1-0	0-0-0-3	1-0-4-0	1-0-2-0	0-0-3-0
3	0-0-5-0	0-0-0-3	0-0-3-0	1-1-1-0	1-2-0-0	1-0-2-0
4	0-0-5-0	0-0-3-0	0-0-3-0	2-2-1-0	1-1-1-0	0-0-3-0
5	0-0-5-0	0-0-3-0	0-0-3-0	2-1-2-0	2-0-1-0	2-0-2-0
6	0-0-5-0	1-0-2-0	0-0-3-0	1-1-3-0	1-1-1-0	1-0-2-0
7	1-0-4-0	1-1-1-0	0-0-3-0	1-3-1-0	0-2-1-0	0-0-3-0
8	0-0-5-0	0-1-0-2	0-0-3-0	2-1-2-0	3-0-0-0	0-0-3-0
9	1-0-4-0	0-1-1-1	0-0-3-0	2-1-2-0	1-1-1-0	1-0-2-0
10	0-0-5-0	0-0-3-0	1-2-0-0	1-1-3-0	0-0-3-0	0-0-2-1
T.	2 0 48 0	3 4 16 6	1 2 21 6	14 11 23 0	11 7 12 0	6 1 23 1
	25 44 75 6	22 18 37 11	16 12 51 6	46 38 59 3	33 33 24 1	24 13 53 1

The 30 boys' attitudes about each other were also factors that attributed to the conflicts. In order to facilitate positive peer relationships, the writer administered pre and post sociometric surveys to the 30 randomly selected boys to illicit their feelings about each other. To show the changes in the boys' feelings after the program was implemented, the same 11 statements were valued. Each statement yielded a value of one in four categories: yes, no, sometimes, and never. The writer arranged the boys' names in alphabetical order by grades. Each boy was represented by a number of one through ten on each of the three grade levels. The pre survey findings showed popular boys were not based on good behavior. Popular boys were chosen more frequently than well behaved boys on all three grade levels. After the program was implemented, the boys showed some changes in their attitudes about each other. Boys in the third grade group, for the most part, remained with the same names during the post survey as was chosen during the pre survey. The one boy that was not chosen by peers during the pre survey was selected during the post survey.

Popularity was the basis for selections among the boys in the fifth grade classes. When the boys' names were placed in numerical order of one through ten, the numbers most frequently chosen were nine, eight, seven, and three. The same names were chosen by their peers during the post survey. However, all other boys were chosen too by peers during the post survey.

The boys in the fourth grade classes were more flexible in their pre survey selections. The pre and post tabulations were shown by classes (see Table 4).

Table 4.

Boys' Pre and Post Sociometric Tallies.

Based on the 30 boys' choices of first, second, third, fourth, and fifth, pre and post results are shown by grades and numerically assigned numbers. N represents the boys who did not make selections.

	Pre Sociometric					Post Sociometric				
Boys	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
					Third Grade					
1	8	3	2	5	4	8	3	2	4	5
2	8	1	7	6	5	8	1	6	7	9
3	8	1	6	7	9	8	1	6	7	9
4	8	1	5	1	3	8	1	5	4	3
5	8	1	6	4	9	8	1	6	4	2
6	8	1	5	9	4	8	1	9	4	7
7	8	5	1	2	5	8	5	4	10	3
8	1	5	2	7	6	1	10	2	1	6
9	8	1	3	2	4	8	1	3	4	2
10	8	1	7	3	5	8	1	7	5	3
					Fourth Grade					
1	9	2	3	5	7	9	2	3	5	7
2	6	9	4	8	3	6	9	3	8	4
3	N	N	N	N	N	9	2	1	4	6
4	7	8	5	2	6	7	8	6	2	5
5	1	9	7	2	6	9	1	7	2	6
6	9	2	3	1	10	9	2	3	10	1
7	5	3	9	6	4	6	5	3	9	4
8	9	6	7	2	1	9	6	1	7	2
9	6	3	4	10	7	3	6	4	10	7
10	6	9	1	4	2	6	9	4	7	1
					Fifth Grade					
1	7	8	3	4	5	8	7	5	4	3
2	3	8	1	9	4	8	3	9	4	10
3	4	7	8	4	10	8	4	7	10	2
4	8	6	1	3	7	9	7	4	8	3
5	8	7	1	9	3	8	9	10	9	2
6	9	3	8	1	5	9	7	3	8	2
7	1	3	10	N	N	1	3	10	5	4
8	7	4	5	1	3	7	4	5	1	3
9	3	1	7	5	8	3	1	6	7	10
10	4	8	2	3	7	4	8	2	9	7

The writer concluded that parental involvement was a major force in the boys' behaviors during their hours in school. Parenting sessions were convened monthly by the writer. Parents of the 30 boys in the program were invited to participate in the monthly discussions and information gathering that were relevant to the boys' developmental and behavior adjustments. The parents attending the meeting were able to express their feelings and observations through pre and post attitudinal questionnaires and pre and post observational questionnaires.

The attitudinal questionnaires were designed to yield one point each on each of the 10 statements in four categories: yes, no, sometimes, and often. The pre attitudinal questionnaire administered at the beginning of the parenting sessions showed 93 yes, 51 no, 53 sometimes, and 1 often on a possible combined score of 198. Changes in the parents' attitudes were shown through the post attitudinal questionnaire administered at the end of the 32 weeks showed 69 yes, 89 no, 40 sometimes, and 0 often on a possible combined score of 198. Ten parents did not participate; therefore, they did not respond to the attitudinal or the observational questionnaires. The responses of the 20 parents are shown by grade levels of their sons. All 30 boys' parents were assigned their son's numbers. Questionnaires' responses were shown for the 20 parents (see Table 5).

Parents observations of the boys' behaviors in the home were also considered to be necessary when attempting to controll their school behaviors. Twenty parents were administered observational

Table 5.

Parents' Pre and Post Attitudinal Questionnaires' Tallies.

The attitudinal questionnaires contained 11 statements categorized by: Yes, No, Sometimes, and Often.

Parents	Pre-Questionnaire				Post Questionnaire			
	Yes	No	Sometimes	Often	Yes	No	Sometimes	Often
				Eight Third Grade Parents				
3	7	2	1	0	2	7	1	0
4	5	1	4	0	1	6	3	0
5	3	1	6	0	5	1	4	0
6	8	1	1	0	1	1	8	0
7	2	8	0	0	8	2	0	0
8	3	2	4	1	2	2	6	0
9	1	2	7	0	3	5	2	0
10	6	3	1	0	3	7	0	0
Total	35	20	24	1	25	31	23	0
				Six Fourth Grade Parents				
5	7	3	0	0	1	1	8	0
6	5	5	0	0	5	5	0	0
7	8	2	0	0	8	2	0	0
8	3	3	4	0	3	7	0	0
9	7	3	0	0	3	7	0	0
10	2	1	7	0	4	4	2	0
Total	32	17	11	0	24	26	10	0
				Six Fifth Grade Parents				
2	7	1	2	0	3	7	0	0
3	5	0	5	0	5	5	0	0
4	7	2	1	0	3	7	0	0
7	1	8	1	0	1	8	1	0
8	6	1	3	0	6	4	0	0
9	2	2	6	0	2	2	6	0
Total	28	14	18	0	20	32	7	0
Grand Total	95	51	53	1	69	89	40	0

questionnaires. Behaviors observed by the parents before and after the program was implemented were compared to show improved behaviors on the responses given to the 16 statements designed to yield one point each on four categories: never, rarely, frequently, and almost. The pre observational questionnaires' scores showed 75 never, 104 rarely, 94 frequently, and 43 almost, out of a possible 285 combiled score. Changes in the observations were shown on the post observational questionnaire that indicated 116 never, 88 rarely, 67 frequently, and 43 almost. It was noted that the boys in the fifth grade classes showed the most improved observed behaviors according to their parents. Boys in the third grade made the second highest improvements in observed behaviors. The fourth grade boys showed the least improvement in behaviors as observed by their parents (see Table 6).

The behavior improvements among the third, fourth, and fifth grade boys involved in the program were attributed to a combined effort of the school and the home. Positive reinforcements and strong emphasis on consistent counseling and guidance programs that focused on behavior improvement strategies proved successful.

Discussion

The behavior improvement program was implemented among boys in the third, fourth, and fifth grade classes in the urban school. The 30 boys randomly selected to participate in the study were involved in a variety of activities that were previously applied under very similar conditions and proved successful in the reduction of problem

Table 6.

Parents' Observational Tallied Summary.

Based on the 20 parents administered the pre and post observational questionnaires, 16 statements yielding one point each on the four categories: N=Never, 1=Rarely, F=Frequently, and 3=Almost are show by their boys' assigned numbers.

	Pre-Questionnaire				Post Questionnaire			
Boy's Number	0	1	2	3	0	1	2	3
				Third Grade				
3	3	4	8	1	5	2	5	4
4	3	6	7	0	4	3	6	3
5	2	5	5	1	5	3	5	3
6	3	7	5	1	6	1	6	3
7	4	6	6	0	5	5	4	2
8	4	5	5	2	4	5	4	3
9	6	3	5	2	6	3	5	2
10	6	3	6	2	6	4	5	1
T	29	39	48	9	41	26	35	21
				Fourth Grade				
5	4	4	2	5	6	5	3	2
6	5	6	1	4	6	5	2	3
7	3	4	6	3	6	4	4	2
8	2	5	5	4	6	5	2	3
9	4	5	6	1	5	5	5	1
10	5	8	2	1	4	5	7	4
T	23	32	22	18	33	29	23	15
				Fifth Grade				
2	7	6	2	1	3	5	2	1
3	5	6	3	2	8	5	1	2
4	3	6	5	2	7	6	2	1
7	4	4	5	3	8	6	1	1
8	2	6	5	3	9	6	0	1
9	2	5	4	5	7	5	3	1
T	23	33	24	16	42	33	9	7
Total Responses	75	104	94	43	116	88	67	43

school behavior. It was concluded that the boys were involved in unacceptable behaviors to resolve their problems because they were using what was known. The boys did not know to use methods other than fighting to resolve conflicts. Some of the boys remarked that "good boys were picked on by their peers". Peaceful behaviors were unknown within many of the boys' homes. Parents encouraged fighting as a means of self protection in the community. The mode of thinking among some of the boys and some of the parents would require attitude and behavior reconstructing to change their behaviors.

In order for the boys to make behavior changes, their parents became an important part of the process. The attitudinal and observational questionnaires enabled the writer to confirm the assumptions that behaviors are carry overs from the home and the community. The different counseling techniques provided strategies and information to help the boys and their parents to alter or change behaviors before or after problems occurred.

The project simply reinforced the need for programs designed to promote peace and harmony as our male students move into the 21st Century. School counselors working with parents, teachers, and all other concerned persons is the key to behavior changes among the urban boys in their early grades.

Recommendations

As we move into the 21st Century, changes in values and the way we deal with behaviors among a segment of the society that has been pleagued with problems, requires strategies that will work.

As this writer has observed, behaviors exhibited by urban male students in the early grades persist through-out many of their lives. The behavior problems among boys in the third, fourth, and fifth grade classes in the urban schools call for a collaborative effort between counselors, parents, teachers, and other concerned persons to help them see the causes and results of their conduct. Understanding the cause and effect of unacceptable behaviors, will motivate the boys to seek other methods of relating to the wrongs in their lives.

It is this writer's position that boys in the third, fourth, and fifth grade classes in this urban school need much acceptance from themselves and from others. The boys need to be meaningfully engaged in constructive activities that are conducive to their developmental age levels. Parents responding to their boys' developmental age level needs are fostering self approval and positive attitudes.

Behavior improvement programs should be ongoing in the urban schools. Society's behavior approaches to problem solving as observed through technology confuses. Aggressive behaviors emphasized through the media may call for restructuring to prepare the uninformed urban male student to survive in this age of uncertainty.

Dissemination

This report on improving behaviors among boys in the third, fourth, and fifth grade classes in the urban school through the utilization of counseling strategies, will be shared among the school

counselors in this urban school system. The writer's decision to share this helpful information with fellow school counselors is based on the escalated behavior problems observed and reported in the urban school that cause major concerns especially for school counselors. Most of the severe behavior problems are results of poor behavior management techniques by parents and others while most boys are in their early years (Butzin, 1984). It is felt by the writer that behavior management strategies through-out the schools will allow for generalizing this study to other educational populations.

REFERENCES

Brierman, K., Smoot, D., & Aumiller, K. (1993). Characteristics of aggressive-rejected, aggressive (nonaggressive) boys. Child Development, 64, 139-151.

Butzin, S. (1984, February). School discipline. A management system that works. Paper presented at the meeting of the American Association for Colleges for Teacher Education. San Antonio, Texas.

D'Andrea, D. & Daniels, J. (1992). When children parents go to war: implications for counseling and development. Elementary School Guidance and Counseling, 26(4), 269-272.

Dysinger, B. (1993). Conflict resolution for intermediate children. The School Counselor, 40, 301-308.

Engelhardy, L. (1983, April). School discipline programs that work. Paper presented at the National School Boards Association Convention, San Francisco, California.

Gerler, E. (1992). What we know about school counseling: a reaction to borders and dury. Journal of Counseling and Development. 70, 499-501.

Gueterrez, G. (1985, October). Theories of counseling : their relevance to non-traditional students. Paper presented at the University of Wisconsin System's Multicultural Conference. Oshkosh, Wisconsin.

Hinshaw, S., Henker, B., & Whalen, C. (1984). Cognitive-behavioral and pharmacologic interventions for hyperactive boys: comparative and combined effects. Journal of Consulting and Clinical Psychology, 52(5), 739-749.

Hudley, C. & Graham, S. (1993). An attributional intervention to reduce peer-directed aggression among african-american boys. Child Development, 64, 124-138.

Kazdin, A., Siegel, T., Bass, D. (1992). Cognitive problem-solving skills training and parent management training in the treatment of antisocial behaviors in children. Journal of Counsulting and Clinical Psychology, 60(5), 133-147.

Lechman, J. & Lampron, L. (1987, August). Teacher consultation and cognitive-behavioral interventions with aggressive boys. Paper presented at the annual convention of the American Psychological Association. New York.

Mehaffer, J. & Sandber S. (1992). Conducting social skills training groups with elementary school children. The School Counselor, 40, 61-66.

McClure, B., Miller, G., Russo, T. (1992). Conflict within a children's group: suggestions for facilitating its expression and resolutions strategies. The School Counselor, 32, 268-272.

Waas, G. & French, D. (1984, April). Locus of controll as a mediating factor in peer social status. Paper presented at the annual meeting of American Educational Research Association, New Orleans, La.

APPENDIX A

BOYS' SOCIOMETRIC ORIGINAL INSTRUMENT

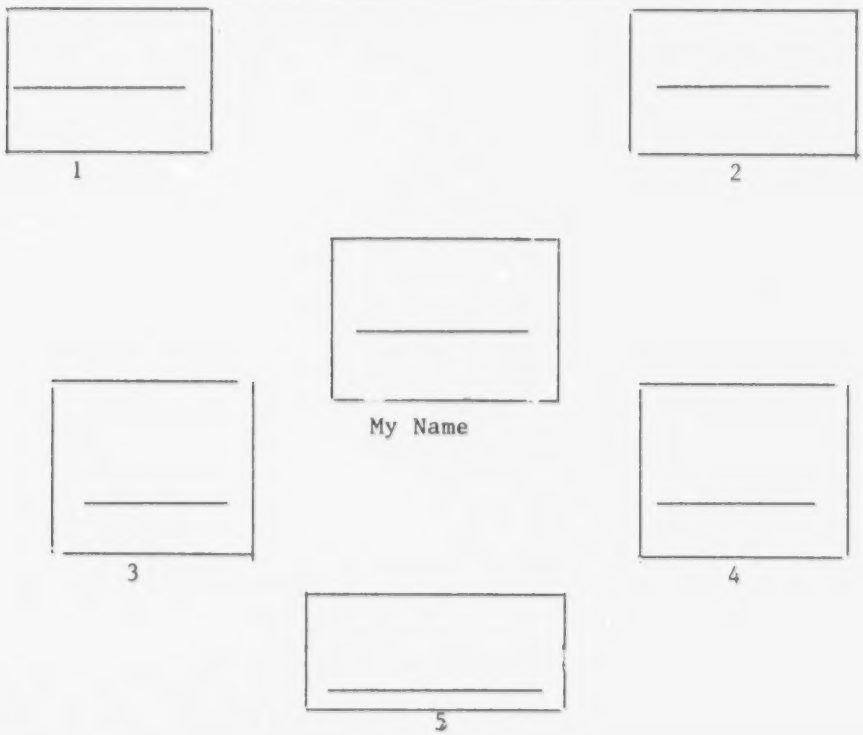
BOYS' SOCIOMETRIC INSTRUMENT

This instrument was designed for showing the names of boys that other boys would most like to play with. Boys in the third, fourth, and fifth grade classes are presented with an opportunity to show likes and dislikes among their same sex peers.

Directions: The student is to write his name in the center box. Then, write the names of five boys, in the order of one through five, that would be chosen to play on his team. Each name values one. Names are tallied by category. Comparisons are made from pre-and-post surveys.

Name of student_____Date_____Class_____

1 = Most liked boy
2 = Second best liked boy
3 = Third best liked boy
4 = Fourth best liked boy
5 = Fifth best liked boy



APPENDIX B

PARENT'S BEHAVIOR OBSERVATION QUESTIONNAIRE
ORIGINAL INSTRUMENT

PARENT'S BEHAVIOR OBSERVATIONAL QUESTIONNAIRE

This instrument was designed to access the behaviors of the boys in the third, fourth, and fifth grade classes from the parents' observations in the home. The questions answered by the parents will help to spot behaviors that could be a carry over in the school.

Directions: Put an X in the space next to each statement that best describes the boy's behavior at home.

Name of boy_____Grade_____Date_____

Parent's signature_____

Behaviors	0	1	2	3
1. My child cries when it is time for school.				
2. My child complains of being ill when it is time to go to school.				
3. My child likes to go to school.				
4. My child never has homework.				
5. My child likes to read books.				
6. My child gets homework each night.				
7. My child gets along with most teachers.				
8. My child fights with his siblings.				
9. When my child can not have his way, he throws a tantrum.				
10. My child fights with other children.				
11. My child has many friends.				
12. My child gets other children to do by bullying them.				
13. My child does not like this school.				
14. My child argues with me.				
15. My child tattles on his siblings.				
16. My child is very agreeable with most of my suggestions.				

CATEGORY MEANING

0=Never demonstrated the target behavior.
1=Rarely is the target behavior seen.
2=Frequently the target behavior is seen four or more times weekly.
3=Almost always the target behavior is seen daily.

Each statement has a value of one. Categories are added and compared with the post observational questionnaires.

APPENDIX C

PARENTS' ATTITUDINAL QUESTIONNAIRE
ORIGINAL INSTRUMENT

PARENTS' ATTITUDINAL QUESTIONNAIRE

This questionnaire is designed to illicit information from parents regarding their feelings about the teachers, other children, and their sons in this urban school.

Directions: Place an X in the space that best describes the opinion you have of the teachers, the school, and the other children. Each statement has a value of one. Categories are added and compared with post-results.

Name of parent_____Grade level___ ___ Date_____

OPINION	YES	NO	SOMETIMES	OFTEN
1. It is my opinion that teachers show favoritism among students.				
2. It is my opinion that teachers change the rules for boys.				
3. I think the teacher lets other children pick on my son.				
4. I think my son is treated kindly in this school.				
5. I think my son is bad.				
6. I feel teachers do not let parents know what is going on until something bad happens.				
7. In my opinion, the rules are not fair to everyone.				
8. In my opinion, the teacher is unable to handle her/his class.				
9. I do not think my son is safe in this school.				
10. It is my opinion that my son is no worse than other boys.				

SUMMARY OF THE TOPICS

Teachers

Session I

The topic Child Development will help the teachers remember that some behaviors considered unacceptable are results of developmental growth according to some schools of developmental theory. The early childhood psychologist will direct the discussion.

Session II

This session on keeping Anecdotal Records will be explained for accurate accounting of behaviors while in the classroom.

Session III

Teachers indicate that teaching today's urban boys is stressful; therefore, the session on stress reduction including exercises and short walks will help teachers cope with the many problems their male students are experiencing.

APPENDIX E

QUESTIONNAIRE OF BOY'S ATTITUDE
ORIGINAL INSTRUMENT

QUESTIONNAIRE OF BOY'S ATTITUDE

The instrument is designed to illicit the boy's feelings about the school, the home, and his behaviors.

Directions: Place (X) in the space that best describes your opinion. Each opinion has a weight of one. Each category is added and compared by pre-and-post questionnaires for each group.

Name of student_____Grade_____ Date_____

ATTITUDE	YES	NO	NEVER	SOMETIMES
SCHOOL BEHAVIOR				
1. I feel I must fight to protect myself.				
2. I feel it is allright to fight when others bother you.				
3. In my opinion, pushing ahead of a classmate who keeps jumping in and out of line is OK.				
4. In my opinion, taking someone elses pencil is not bad when someone has taken yours.				
5. I feel my behavior is no worse than my classmates.				
SCHOOL CLIMATE				
1. This is not a good school.				
2. My teacher is nice to me.				
3. My teacher blames me for everything.				
HOME CLIMATE				
1. I like showing my parents my work.				
2. My mother is too busy to bother with me.				
3. I am happy when it is time to go home.				

APPENDIX F

SESSIONS TOPICS FOR THE BOYS

SUMMARY OF THE TOPICS

Student

Session III

This session deals with Individual Feelings For Effective Decision Making. Students understand that every moment in one's life, there is a need to make decisions; however, the choices are not always in the best interest of that student. Through role-play, bibliotherapy, and art therapy, children will learn to make decisions for positive results.

Session IV

This session is designed to help the boys get an understanding of how one's self image is formed. The session, Understanding Self-Image, helps the students to improve his unacceptable behaviors by the way one thinks and acts.

Session V

This session deals with understanding Road-Blocks To Effective Communication. Through visual presentations and role-play, the student learns the use and meaning of body-language as a means of communication. How one speaks has an impact on effective communication.

Sessions VI and VII

During the sessions students learn that attitudes are feelings or emotions that cause responses. The students learn through visual and group discussions that ways of thinking, acting, and feeling are shaped through relationships with parents, peers, society, background, and personal experiences. Attitudes and How

Attitudes Are Formed will be explored through various activities during the two sessions.

Session VIII

This session will be concerned with helping students to learn to make wise choices. Making Wise Choices will be explored through the decision making process. Students will learn the difference between having-to and choosing-to. Students will work on improving their self-confidence in order to change negative ideas about themselves. Group discussions, fact finding, and role-play will help the boys get a better understanding of what making wise choices involve.

Session IX

Students learn that Setting Goals help us move from one place to another and to reach full potential. Students learn to make plans. They learn what is important for them at this stage in life. Students use art therapy and journal writing to make a projection of themselves in the future.

Session X and XXVIII

The students learn the benefits of managing their time for getting the most out of the school day. Both sessions deals with Time Management; however, the second session builds on what is learned during the first session. Through discussions, activities, and modeling others, the students will be able to use some of the acquired skills.

Session XI

This session focuses on Positive Thinking. Keeping a list of positive and negative statements heard on a regular basis will help

Session XII

Comparing Oneself With Another will be explored during this session. Learning to see the good in oneself will hopefully help the student function in a positive manner while in school. Students will learn through discussions and role-play that are dangers in comparing themselves with another student.

Session XIII

The Here And Now is addressed during this session. The students learn to concentrate on what happens in the present while they are involved in activities that discourage dwelling on past experiences when attempting to resolve present conflicts.

Session XIV

Students have an obligation to act in a responsible manner during their time at school. This session dealing with students acting In A Responsible Manner will address conducts such as tattling, stealing, and tantrums.

Session XV

Learning about stress and addressing the problem through exercises and play will be stressed during this session. Working With Stress will be a way to help students relax long enough to complete a designated task.

Session XVI

Creative imagination Through Exercises is the topic for this session which is designed to help the students let their minds roam for new ideas. Children learn to fantasize in order to see

a better side to life. Students come-up with ideas for achieving their desires in life through art, poetry, and play activities during this session.

Session XVII

Learning to get along with others is necessary for success in life, especially school. Role-playing with peers and observing how others have mastered the art of Interacting With Others will be the focus of this session.

Session XVIII

Brainstorming And Solving Group Problems will be the topic for this session. Students will learn that problems are solved through talking. Group discussions will enable students to hear how others think and react to a problem. This process helps to conclude what is best for the group.

Session XX

The intent of this session is to understand the Value of Good Conversation. Students learn through modeling good conversation and group interaction strategies that respect for oneself and others are two important aspects of good conversation.

Session XXI

This session concentrates on Observing And Understanding Body Language. The ability to read body language helps the student to understand nonverbal communication.

Sessions XXII XXIII, and XXIV

These three sessions will relate to Examining Conflicts And Resolving Conflicts of Anger. Through methods of art therapy, play

APPENDIX G

SESSIONS TOPICS FOR PARENTS

SUMMARY OF THE TOPICS

Parents

Parents will meet for eight times during the program to discuss and involve themselves in topics that will help them to resolve some of the behavior problems among their male children. There will be eight sessions; however, some sessions will concentrate on several interesting and useful topics.

Session I

The first sessions will be used to set up rules for the parent's group, to organize the group, to make a schedule for childcare responsibilities, and to plan the refreshment schedule.

Session II

Session two will provide helpful and interesting information in three areas: (a) Improving communication skills, (b) behavior standards and guidelines at home, and (c) improving their attitudes.

Improving communication skills will involve group discussions and role-playing for parents. Parents will gain information that will help them to improve their communication skills with their children and others as well.

Parents are reminded that it is important for them to establish guidelines and standards for their children's conduct at home. Parents will receive tips on setting-up workable guidelines and reinforcing school's policies with their children.

Improving attitudes will also be discussed during this second session with the parents. Parent's attitudes impact on their

children's behaviors in school. The tape recording of the parents' role-playing will help them to make critical analysis of themselves and of each other.

Session III

Session three will enable the parents to gain information on making wise choices and setting goals.

Practice and information from interesting and qualified persons will help the parents develop and improve their skills for making wise choices in their meal planning, food selections, and clothing selections for themselves and their children.

Parents will gain information on the benefits of setting goals of short and long range. Parents will be involved in hands-on practices of short and long-range planning.

Session IV

Parenting session number four concentrates on four topics: (a) time management, (b) self-esteem, (c) seeing individual differences, and (d) dealing with here and now.

Parents will receive some hands-on tips for managing their time in order to help them keep-up with the rigorous demands required of a parent.

Parents will receive tips on ways to keep themselves looking good and feeling good for building good self-esteem in themselves and their children. The session will also be devoted to exercising and eating wholesome foods.

Seeing individual differences in their children will help the parents accept being different in not all bad. Seeing likenesses and differences in video models will hopefully enable the parents to accept themselves and their children as they are.

Dealing with here and not is a difficult skill for some parents to master when discipling their children. The video presentation and other parents' ideas will build an understanding for concentrating on the present behaviors.

Session V

Session five will concentrate on stress reduction. This topic will he p parents explore the advantages and disadvantages of stress in their lives. The session will involve exercising and eating for stress reduction.

Session VI

Session six will include two topics for discussion. The two topics: establishing warm conversations with their children and involving their children in outside group activities will provide useful information for improving behaviors among their children.

Establishing warm conversations with children will address some ways parents may use voice tones and positive messages to bring about happiness among themselves and their children.

Involving their children in outside group activities will help to build good character traits. Parents will have an opportunity to listen to group representatives discuss group activities designed for boys.

Session VII

This session with parents will include four topics: (a) methods of discipling, (b) sibling conflicts, (c) parents' controlling their anger, and (d) helping children understand results of their behaviors.

Methods of discipling will provide understanding of varied ways to bring about behavior changes in their children. Visual and recording devices will be use to provide a better understanding for the techniques used.

Parents will engage in role-playing activities that will enable them to help their offsprings to change unacceptable behavior practices used among siblings. Sibling conflicts will be addresses through video-tapes to give meaning to the oppositional behaviors exhibited among siblings.

Parents' feelings of anger impact on their children's behaviors at home and at school. Parents will gain information that will help them to controll their anger when interacting with their children. Other steps for redirecting their feelings will be discussed.

Session VIII

Session eight will involve discussions of improving their strengths and establishing caring networks.

Being able to discover and improve one's strengths helps to build good self-esteem. Parents will be able to share their special talents during this session.

Parents must understand the necessity of building caring networks for the good of their children and themselves. Representatives from agencies will provide important resource information.

therapy, and bibliotherapy, students will learn how anger can affect their school productivity. The sessions help students understand, recognize, and learn to avoid problems that are the results of anger. Tattling, teasing, and lying will all lead to anger and will be addressed during these sessions.

Sessions XXV and XXVI

These two sessions will concentrate on Enemies of Responsibilities. Students will learn the adverse affect of making excuses and procrastinating. Students will learn that these two factors have an adverse affect on personal development. Exercises and visual experiences will help the children understand the importance of taking responsibility for one's actions.

Session XXVII

During this session of utilizing Coping Strategies, students will engage in a number of activities that will help them to understand the meaning of learning to get along with others. Activities such as role-play, art therapy, and bibliotherapy will help the children apply their acquired understanding.

Session XXIX

This session focuses on Individual Strengths. Students will be able realize that they possess special strengths that will help them to gain individual satisfaction from mastering a task. These strengths when reinforced through activities such as art and poetic writings will cause good feelings.

Session XXX

During this session, students will observe samples of attention seeking tactics that children use for controlling others. The objective of these group sessions is to provide activities that will show the students the bad points in these habits. Controlling Attention Seeking Tactics is the intent of this session.

Session XXXI

Students understand that all persons belong to groups of one kind or another. Each group has their own set of beliefs, attitudes, and behaviors that form a sense of belonging for members. Students will be involved in activities that provide an understanding of friendship and improving relationships. The session on Improving Relationships and Friendships will be approached through the use of film, discussion, and journal writing.

Session XXXII

The last session will continue the use of strategies to Building Caring Relationships. Understanding that building a caring relationship requires positive thinking, positive attitudes, and some responsibilities as a way of showing others that you care.

APPENDIX H

BEHAVIOR CHART
ORIGINAL INSTRUMENT

BEHAVIOR CHART

This chart is designed for keeping records of each time the boys exhibit unacceptable behaviors during the school hours.

Directions: Write the correct behavior code in the day the behavior occurred. Mark X for each meeting with the counselor in the day. Years 1993-94 and 1994-95 meetings will be compared for each group.

Code: Fighting = F Pushing and shoving = PS Stealing = S
Talking during class time = TC Disrespecting adults = D
Tattling = T Destroying others' property =DP Others = O

Name of boy_____Grade_____Date_____

MONTHS	DAYS										
1											
2											
3											
4											
5											
6											
7											
8											